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| **SCHOOL LEVEL** | **FOCUS** | | **PROCESS** | **EVIDENCE** | **REVIEW** | **COMMENT** |
| **PRT PROGRAMME FIRST 2 YEARS** | RTC 1 TO 12  I RTC per term to focus on using FPER chart | | This is the actual actions they take to address the focus | This is the evidence that they gather both quantitative data and qualitative data  Logged in a folder | These occur yearly or half yearly so that they are addressing 8 per year  Overlap 4 in second year | *These beginning teachers are focusing on the RTCs as they learn to become fully registered as teachers*  *We encourage them to join a PLG or to link to Annual Goals but not mandatory. Many are keen to do this* |
| **PERFORMANCE MANAGEMENT (STAFF)**  **(PM)**  **+**  **RTCS** | Identified by all staff in Term 1  Junior and Senior using FPER linked to annual goals | | What they intend to do to address the goal  Needs to specify what they are going to do step by step | The evidence that they wish to gather - needs to be specified. Quantitative data and Qualitative data | This can be ongoing or it can be at the end of the year – generally at the end of the year but could extend to January | *Included with all Performance Management returns*  *Riv has refined for the next return in Term 2*  *Have spoken to a couple of people and the Maths departments about this.* |
| **PROF. LEARN GROUPS**  **(PLGs)** | The focus is around the 5 School Goals and groups are created that use them as their focus.  Link to PLG model  Examples:   * Ipad PLG * Smart Board PLG * Pasifika PLG | | This process has a strong co-construction component to it  Each group member has the opportunity to be heard and have their views used  Its emphasis is on what a teacher is intending to do | Evidence can take a number of forms   1. Tests 2. Pre and post tests 3. Interviews 4. Slices of writing 5. Feedback comments 6. Results | This usually occurs once a year or more often | *The emphasis here is on the staff member having the initiative to create the group and then sustain it. The groups meet twice a term.*  *Strong ones for: Chemistry, ipads, RTC, L3 English re-alignment, Writing across subjects*  *The emphasis once set up is on the process (the things that you do ) and the evidence that you gather*  *We learnt from 2012 that it was better to link them to the annual school goals* |
| **PROF. DEVPT.**  **By HOD** | School Goals  Led by HOD or HOF | | All of a department involved and agree on what they are targeting and | asTTle scores and profiles triangulated with other observations and evidence | Generally at the end of the year | *Have seen and have evidence in the following of department- led practice in*   * *Biology* * *Biology Scholarship* * *Chemistry* * *Y9 and 10 Science Literacy* * *Literacy at L1 Science* |
|  | **FOCUS** | | **PROCESS** | **EVIDENCE** | **REVIEW** | **COMMENT** |
| **HOFs** | Annual review | | Stage 1 at the end of the current year  Stage 2 at the end of January  Evolves into your plan for the new year | Review and Analysis of Goals including External Moderation report  Results analysis added in when available | Reference what you do against the strategic direction of the school | *I have signalled to all HOFs that they review what they are doing as part of their role leading their Faculty. The external results analysis is one part of that process* |
| **STRATEGIC LINKED TO STRATEGIC DIRECTION** | | | | | | |
| **LITERACY (Literacy Co-ordinator)** | **Literacy**  Linked to results from previous year asTTle results  Level 1 Literacy | | Professional Development sessions with 2 of the subject teachers of targeted classes (bottom 2 Year 9 and 10 classes)  Agreed strategies  Goal setting by students  Observations  Tracking of data form subjects | Identification of areas of weakness from asTTle and teacher data  Test result profiles  Goal setting sheets  Summary of progress  Observation  Interviews  Post testing | Reviewed once a year monitored throughout the year | *Focus action plan with Literacy leader and DP with 4 Y9 and 4 Y10 classes re Literacy*  *Special project with 10BGH* |
| **Pasifika Team** | Pasifika learning and Achievement | | Pasifika Plan linked to Strategic Plan  PLG support  PAsifika leaders (staff and students) | Results analysis  Evidence from PLGs  Evidence from Literacy initiatives  Initiatives to build Pasifika leadership and recognition | Reviewed once a year by Pasifika team |  |
|  | **FOCUS** | | **PROCESS** | **EVIDENCE** | **REVIEW** | **COMMENT** |
| **E-learning** | E-learning | | * E-learning committee meet regualrly * Involvement with Ipad PLG as seed for devices * On-going as required and optional PD sessions * Ipad and Samrtboad PD * Sharing SAMR model | * Increased use of devices * Increased use of IWBs * Increased use of technology in the classroom | Yearly with Analysis of Variance |  |
| **MANAGEMENT LED BY DPs OR HEADMASTER** | | | | | | |
|  | | **FOCUS** | **PROCESS** | **EVIDENCE** | **REVIEW** | **COMMENT** |  |
| **AP** | | Streaming | * Research done by AP includes gathering responses of HOFs and staff * Questionnaires * Research * Paper presented to SMT | * Questionnaires of HOFs, DPs * Research gathered * Pathways Data tracked 2010 to 2013 | * Shared with SMT * recommendations | *This was to investigate whether streaming worked for streams 6 to 10. It works for the top end* |
| **DP** | | Moderation | Research done by DPs in consultation with HOFs  Written in to one report by 2 DPs  Presented back to SMT  Distributed to Faculty | * all answers to cross-section of HOFs views collated into one report | * Judgements made must be equitable for all * What happens with Seniors needs to be practised with Juniors |  |
| **DP** | | Attendance review | Interviews  Research  Proposals written  Data gathered | * Reports on Physios * Leave planning sheet * EOTC process * Analysis of Truancy data | This came out of the feedback from the results analysis and has meant that action has been taken with Physio | *This has engendered a number of sub reviews of Physio attendance, EOTC****,*** *Sport, Truancy, SNAs* |
| **DPs Headmaster** | | Analysis of variance | Analysis of data and conclusions/success of Annual mGoals | Data as it contributes to the Goals:   1. Results analysis 2. Scheme check 3. Junior school data 4. asTTle and formative data 5. e-learning surveys and reports | This is a work in progress | *Gdd role here crucial. Bdn has realised that her focus needs to be on teaching and learning and has re-assigned website to a new staff member.*  *This relates to the 21st learning environment as per the Strategic direction* |
| **DPs** | | Junior School Review | Yearly analysis of data as system beds in  Assemblies to celebrate success | **Reports produced of progress and comparative data form one year to the ne** |  |  |
| **Director Guidance** | | Student leadership Review |  |  |  | *There have been increased opportunities for leadership provided by Va Anisi for Pasifika and with the Academic Council and the structure of the Prefect committees*  *Peer support at the beginning of the year for Term 1* |
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